English Learner Research Aligned
Local Control and Accountability Plan (LCAP) Rubrics
English Learner Research-Aligned LCAP Rubric
Focus Area #1 – English Language Development

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Good</th>
<th>Weak</th>
<th>No Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designated &amp; Integrated ELD Program</strong></td>
<td>□ Focus on the implementation of designated and integrated ELD includes explicit goals, evidence-based strategies/practices for an articulated ELD program, and standards-based ELD curricular materials.</td>
<td>□ Focus on the implementation of designated and integrated ELD includes several goals and evidence-based strategies for an articulated ELD program, and standards-based ELD curricular materials.</td>
<td>□ Focus on the implementation of designated or integrated ELD includes minimal goals or evidence-based strategies and standards-based ELD curricular materials.</td>
</tr>
<tr>
<td><strong>ELD Standards</strong></td>
<td>□ Focus on ELD standards is identified as an explicit, targeted set of ongoing activities to allow teachers, administrators, and counselors to understand the standards, and to plan collaboratively for implementation in designated ELD and integrated ELD in content areas.</td>
<td>□ Focus on ELD standards is identified with several activities to allow teachers and administrators to understand the standards for implementation in designated ELD.</td>
<td>□ Focus on ELD standards is identified with minimal activities that focus only on teachers’ understanding of the standards for implementation in designated ELD.</td>
</tr>
<tr>
<td><strong>ELD Standards Implementation</strong></td>
<td>□ Priorities are set with explicit goals and activities for ELD standards implementation based on needs assessment and student language proficiency and academic data.</td>
<td>□ Priorities are set with several goals and activities for ELD standards implementation based on student language proficiency and academic data.</td>
<td>□ Minimal goals and activities are set for ELD Standards implementation and do not consider student language proficiency or academic data.</td>
</tr>
<tr>
<td><strong>ELD Standards Professional Development</strong></td>
<td>□ Aligned, simultaneous professional development of California Core Standards and ELD standards for teachers and administrators of ELs.</td>
<td>□ Sequential professional development of California Core Standards and ELD standards for teachers and administrators of ELs.</td>
<td>□ Professional development of California Core Standards for teachers only without inclusion of ELD standards.</td>
</tr>
</tbody>
</table>
English Learner Research-Aligned LCAP Rubric
Focus Area #1 – English Language Development

Evidence (cite page numbers):

Promising Practices (cite page numbers)
# English Learner Research-Aligned LCAP Rubric

## Focus Area #3 – Professional Development

**Overall Rubric Rating:**

### FOCUS AREA #3: Professional Development (PD)

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Good</th>
<th>Weak</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PD Stakeholder Input</strong></td>
<td>District gathered <strong>input</strong> by conducting <strong>needs assessments/meetings</strong> with teachers, other educators (e.g. administrators, specialists, etc.) and stakeholders <strong>multiple times</strong> to identify differentiated learning needs for EL teaching and learning.</td>
<td>District has <strong>some input</strong> from teachers and other stakeholders to identify differentiated learning needs for EL teaching and learning.</td>
<td>District gathered <strong>minimal input</strong> from teachers OR stakeholders to identify differentiated learning needs for EL teaching and learning.</td>
<td><strong>No mention</strong> of teacher/stakeholder input or needs assessment for EL teaching or learning.</td>
</tr>
<tr>
<td><strong>Comprehensive PD Program for Teachers of ELs</strong></td>
<td><strong>Detailed</strong> professional development (PD) plan includes short and <strong>long-term goals</strong> for teachers of ELs and describes many effective PD elements, such as ongoing teacher collaboration, classroom-based application, and teacher reflection or inquiry cycles.</td>
<td>Professional development plan includes <strong>some goals</strong> for teachers of ELs and effective PD elements such as teacher collaboration, classroom-based application, or teacher reflection or inquiry cycles.</td>
<td><strong>Limited activities</strong> described for teachers of ELs without any reference to specific professional development goals based upon teacher needs.</td>
<td><strong>No mention</strong> of professional development goals or plan for teachers of ELs.</td>
</tr>
<tr>
<td><strong>PD Content</strong></td>
<td><strong>PD activities explicitly</strong> identifies training on EL issues for district and site administrators, teachers, instructional support staff, AND counselors including but not limited to the implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy and content instruction in L1 and English.</td>
<td><strong>PD activities identify some training on EL issues</strong> for district/site administrators, teachers, instructional support staff, OR counselors such as the implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy or content instruction in L1 and English.</td>
<td><strong>Limited EL PD activities</strong> described for administrators, teachers, support staff or counselors such as the implementation of ELD Standards, addressing the language and socio-emotional needs of the different EL profiles (e.g. newcomers, Long Term English Learners) literacy or content instruction in L1 and English.</td>
<td><strong>No EL PD activities</strong> described for administrators, teachers, support staff or counselors.</td>
</tr>
<tr>
<td><strong>PD Cultural Proficiency/Competency</strong></td>
<td><strong>Explicit</strong> PD activities for certificated and classified staff to address key elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</td>
<td><strong>Some cultural proficiency/competency training elements</strong> are identified in PD for certificated and classified staff, such as cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</td>
<td><strong>Minimal cultural proficiency/competency training elements</strong> are identified in PD for certificated and classified staff, such as cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</td>
<td><strong>No mention</strong> of PD training for cultural proficiency or responsiveness.</td>
</tr>
</tbody>
</table>

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Revised 1-17-18
Evidence (cite page numbers):

Promising Practices (cite page numbers)
**FOCUS AREA # 4 - Program and Course Access**

<table>
<thead>
<tr>
<th><strong>Exemplary</strong></th>
<th><strong>Good</strong></th>
<th><strong>Weak</strong></th>
<th><strong>No Evidence Included</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool*</td>
<td>Explicit description of preschool program(s) and activities for ELs including the development of both primary language and English.</td>
<td>General description of preschool program(s) and some activities for ELs including support in both primary language and English.</td>
<td>Limited description of preschool program(s) and activities for ELs with no mention of primary language support.</td>
</tr>
<tr>
<td>Access to Rigorous Core Content</td>
<td>Explicit description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade including the development of both primary language and English.</td>
<td>General description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade including support in both primary language and English.</td>
<td>Minimal description of approach to provide ELs full access to rigorous academic content in all core content areas, TK-12th grade with no mention of primary language support.</td>
</tr>
<tr>
<td>LTEL Courses*</td>
<td>Detailed program and activities describe specialized ELD courses for Long Term English Learners and access to all core curriculum (grades 6-12).</td>
<td>Some description of specialized ELD courses for Long Term English Learners and access to core curriculum (grades 6-12).</td>
<td>Mention of Long Term English Learners but no description of ELD courses or access to core curriculum (grades 6-12).</td>
</tr>
<tr>
<td>Enrichment and/or Extracurricular Opportunities</td>
<td>Detailed description of program and activities to increase EL participation in enrichment and/or extracurricular opportunities (e.g. sports, clubs, GATE, Visual and Performing Arts).</td>
<td>General description of program and activities to provide/promote EL participation in enrichment and/or extracurricular opportunities (e.g. sports, clubs, GATE, Visual and Performing Arts).</td>
<td>Limited description of program and activities to promote EL participation in enrichment and/or extracurricular opportunities (e.g. sports, clubs, GATE, Visual and Performing Arts).</td>
</tr>
<tr>
<td>Extended Learning</td>
<td>Detailed description of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.</td>
<td>General description of program(s) and activities to provide extended learning time specific to the language and academic needs of ELs.</td>
<td>Minimal description of program(s) and activities to provide extended learning time not specific to the language and academic needs of ELs.</td>
</tr>
</tbody>
</table>

*If rubric area does not apply to the district context, do not score and omit rubric area in calculation of overall score.

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Revised 1-17-18
English Learner Research-Aligned LCAP Rubric
Focus Area #4 – Program and Course Access

Evidence (cite page numbers):

Promising Practices (cite page numbers)
# English Learner Research-Aligned LCAP Rubric

## Focus Area #7 – Actions and Services

### Exemplary

- **Responsiveness to EL Profiles**
  - Specific services, programs and actions, including interventions, address the differentiated language and academic needs of the various profiles of English Learners: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool -12th grade.

- **Assessment-Based Placement and Services**
  - Program placement and services for ELs are informed by formative (ongoing) and summative (annual) academic and language development results, including L1 assessments when appropriate.

- **Program Options**
  - Program options (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for English learners are based upon the needs of ELs, preferences of the parents and community; district resources are aligned.

- **Explicit description of improved or increased services provided through supplemental and concentration funding AND mention of how they add additional support, opportunities, personnel, resources etc. to enhance the base program for all ELs.**

### Good

- **Responsiveness to EL Profiles**
  - Services, programs, and actions, including interventions, recognize the needs of some profiles of English Learners: newcomers, L1/L2 proficient students, LTELs, students at risk of becoming LTELs, preschool --12th grade.

- **Assessment-Based Placement and Services**
  - Program placement and services for ELs are informed by annual (summative) academic and language development results.

- **Program Options**
  - Some program options (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for ELs are offered based upon the needs of ELs and district resources to determine program design and placement.

- **General description of services provided through supplemental and concentration funding with some mention of how they are aligned to EL needs.**

### Weak

- **Responsiveness to EL Profiles**
  - Minimal services, programs, and actions, including interventions, are described and do not differentiate for EL proficiency levels or are not specific to the various profiles of English Learners.

- **Assessment-Based Placement and Services**
  - ELs are assessed annually on language development but results play no role in program placement or services.

- **Program Options**
  - Some program options (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) for ELs are limited and are not based upon the needs of ELs or district resources to determine program design and placement.

- **Supplemental and concentration funds are identified for ELs but the targeted use of funds are not described.**

### No Evidence Included

- **Responsiveness to EL Profiles**
  - No mention of services, programs, and actions, including interventions, by EL proficiency level or profiles.

- **Assessment-Based Placement and Services**
  - No mention of language development assessments for placement in program or services.

- **Program Options**
  - No mention of how students are placed in programs (e.g. Dual Immersion, Structured English Immersion, Bilingual, etc.) and provided services; difficult to distinguish EL programs from those for English only students.

- **Supplemental and concentration funds are not used to improve or increase services for English Learners.**

### Overall Rubric Rating:

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English Learner Research-Aligned LCAP Rubric
Focus Area #7 – Actions and Services

Evidence (cite page numbers):

Promising Practices (cite page numbers)
# English Learner Research-Aligned LCAP Rubric

**Focus Area #10B – Desired Outcomes for English Learner Activities**

## FOCUS AREA #10B -- Desired Outcomes for English Learner Activities

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Good</th>
<th>Weak</th>
<th>No Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1/L2 Data Reporting</strong></td>
<td>□ Outcomes on assessments in the LCAP are in English and the primary language of the students who are literate in their home language or are being instructed in the home language.</td>
<td>□ Outcomes on assessments are reported in the LCAP in English and the primary language of the students who are being instructed in the home language.</td>
<td>□ Outcomes for ELs are reported for English. No assessment results are included in the primary language.</td>
<td>□ No assessment results for ELs in English or the primary language are included in the LCAP.</td>
</tr>
<tr>
<td><strong>GAP Reduction</strong></td>
<td>□ EL academic growth exceeds the expected growth of English only students to demonstrate the closing of the achievement gap. Specific academic growth measures (e.g. A---G, Graduation rate, AP, IB, and EAP passing scores) are disaggregated by ELs and reported by grade level and levels of English proficiency.</td>
<td>□ EL academic growth equals the expected growth of English only students. Some specific academic growth measures (e.g. SBAC, A---G, Graduation rate, AP, IB, and EAP passing scores) are disaggregated by ELs.</td>
<td>□ Academic growth measures for ELs are included, but have not been compared to EO growth. Few specific academic growth measures (e.g. SBAC, A---G, Graduation rate, AP, and EAP passing scores) are disaggregated by ELs.</td>
<td>□ Specific academic growth measures for ELs are not included.</td>
</tr>
<tr>
<td><strong>Transcript Evaluation (high school only)</strong></td>
<td>□ Transcripts from non---U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.</td>
<td>□ Transcripts from non---U.S. schools are evaluated so that students can be accurately placed in grade level and appropriate courses.</td>
<td>□ Transcripts from non---U.S. schools are evaluated but no credit is given for courses from non---US schools.</td>
<td>□ Transcripts from non---U.S. schools are not evaluated.</td>
</tr>
<tr>
<td><strong>Increase in Seal of Biliteracy, Pathway Awards</strong></td>
<td>□ The numbers of students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year. The number of former ELs and EOs are disaggregated in Seal and Pathway award reports.</td>
<td>□ The numbers of students receiving the State Seal of Biliteracy and Biliteracy Pathway Awards (if appropriate) increase every year.</td>
<td>□ The numbers of students receiving the State Seal of Biliteracy or other students receiving Biliteracy Pathway awards (if appropriate) remain the same.</td>
<td>□ District does not mention the State Seal of Biliteracy or Biliteracy Pathway Awards.</td>
</tr>
</tbody>
</table>

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English Learner Research-Aligned LCAP Rubric
Focus Area #10B – Desired Outcomes for English Learner Activities

Evidence (cite page numbers):

Promising Practices (cite page numbers)